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Competencies of Librarians as a Factor Affecting Information Service Delivery in Selected University Libraries in Delta State, Nigeria

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ABSTRACT

This study investigated the competencies of librarians as a factor affecting information service delivery in Delta state university (DELSU) library and Federal university of petroleum resources (FUPRE) library. The main objective of the study was to determine the extent to which information and competencies of librarians in DELSU and FUPRE affect their information service delivery. The instrument used for data collection was the questionnaire. A descriptive survey design was used in this study. A total of 61 librarians were selected using the total enumeration sampling technique since the total population was manageable. A total of 52 copies of the questionnaire were retrieved and analyzed using simple percentage, mean score, and standard deviation. The findings of this study show that: the majority of the respondents possess high extent of the ICT skills, majority have high extent of customer-service competency, and most librarians possess high extent of competency in interpersonal communication. It was concluded that these skills, though basic are a good platform that increases the effect of relevant information service delivery in the library. A minor but regular training was said to be what will do the magic.

Key words: *Competencies-librarians, information services, information service delivery, academic libraries, university libraries.*

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1. INTRODUCTION

Libraries are elements of educational development; libraries in the 21st century are very significant in developing the society as they are also considered as essential for national development. The accumulation of literary works gave rise to the need for a place to store this recorded knowledge of man which brought about libraries. This makes it appropriate to describe libraries as social institutions or organizations that select, acquire, process, organize, store, and disseminate information resources. It must be stated therefore that the processes of selecting information resources to the dissemination of information resources are done systematically that is, there are some rules to be adhered to for the process to be acceptable, effective, and efficient.

Libraries, therefore, select information resources after carrying out an analysis of the community of users to identify the users in the designated community and select information resources suitable to their information needs. The selection process if successfully carried out leads to the acquisition of the resources relevant to library user's needs.

Thereafter the information resources are processed systematically, organized, and disseminated to users. In the advanced information society, libraries have another job and there are different sorts of library models. In the advanced society, where the utilization of electronic gadgets and Online data sources continually expands, libraries are overseen more uniquely, have a more adaptable correspondence framework, and work for the association, and their

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administration improvement depends on the quality and client direction of administrations (Singh and Nazim 2008).

The advent of modern technologies of various types and diverse functions has given rise to the implementation of these modern technologies in the library functions and services. Also with these modern technologies, library functions and services are performed effectively to an extent. The strides in digital technology and its application have fundamentally changed the way information is generated, processed, stored, and disseminated in libraries.

Prior to the introduction of ICTs, information-bearing resources were collected, processed, stored, and disseminated using the traditional manual method which is very tasking. Users of academic libraries must go to the library before the information of any kind will be accessible. The user is limited to the stock of information housed and owned by the library which in most cases is not enough (Mbajiorga, 2012).

The advanced libraries absolutely cannot be an inactive storehouse of books and other printed materials. The prerequisites of putting away expanding assortment in different structures and of keeping up simple admittance to most some portion of it must be adjusted by conveying data and correspondence innovations. Libraries should upgrade their services by digitizing their resources for online use; these services should be accessible to anyone, regardless of time or location, through digital communication devices. Libraries can assume a noteworthy job in giving decent instruction and information on high caliber. People far and wide, regardless of how helpless they might be, can get to whatever information and data they need by visiting libraries through the web, for example, the library of congress (Singh and Nazim, 2008) Academic libraries in the digital age are very key in the universities where they are located and the university environs at large. Academic libraries provide an environment for learning.

An academic library is a conduit through which all students can obtain information not available to them in their textbooks. It is one of the central pillars of learning and knowledge in any university (Fraidenburgh, 2018). Lichterman (2011) declares that the school of information is preparing the up and coming age of information experts with the ability to oversee and protect the information in the age of the web. The respondents remarked that: "A library encourages the learning programs that will furnish the understudies with the abilities and information important to prevail in a continually changing social and monetary condition. Through asset-based projects, understudies procure abilities to gather, fundamentally break down and arrange data, tackle the issue and convey their understandings" "Library gives a contact point and physical spot for instructors and students to meet outside the structure of the study hall, accordingly permitting individuals with alternate points of view to communicate in an information space that is both bigger and broader than the one shared by any single control or fondness group"(Omeluzor, 2013). Information being a valuable resource and precious asset in an academic library is ascertained only based on its use by needy users.

The use of information is made by the various categories of users as identified in the earlier section above. An academic library being a facilitator of information, documentary information is acquired to provide to its users. The basic philosophy of library and information science is to provide the right information to the right user at the right time at the right place and in the right format so that the tasks and /or projects at hand are completed successfully. Information obtained from different sources is believed to have been put to one major use, i.e., assistance in problem-solving. Academic library users have different types of problems, such as those pertaining to subject/s being taught, projects being researched upon, technical, etc. These problems may require different types of information from the library system.

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To promote information use, it is imperative to ascertain the information needs of all categories of users (Singh, (n.d.). Although the idea of information administrations could envelop various portions of libraries' exercises in writing, it is typically identified with the reference administrations. American Library Association gives the following depiction of information benefits: the objective of information administrations is to give the information looked for by the client. Information administration ought to envision just as address client issues. It ought to empower client familiarity with the capability of information assets to satisfy singular information needs. "As indicated by this definition information administrations ought to be offered to clients' needs. Furthermore, information administrations could be isolated into two primary classes: confirmation of information required by clients and consciousness of clients about accessible information assets and capacity to discover the information proper to given needs without anyone else.That is, the information required by clients ought to be accessible in the library, and librarians with the correct skills ought to be on the ground to help clients in finding and getting to the information. (Stojanovski and Papic, 2012). Partridge, Lee, and Munro, (2010) identify skills in the following areas: communication, management, collaboration, information management, leadership, marketing, project management, and community engagement. Furthermore, a librarian should be innovative, adaptable, and flexible and be an active learner (Huvila, 2013).

Librarians when equipped with the above skills and competencies, will have no problem whatsoever when it comes to rendering effective and efficient information services to users.

2. OBJECTIVES OF THE STUDY

The main objective of the study is to find out the level at which the various competencies affect information service by the librarians in DELSU and FUPRE library.

1. To find out the extent of the Information and Communication Technological (ICT) competency of librarians in Delta state university library and Federal university of petroleum resources library.
2. To ascertain the extent of customer service competency of the librarians in Delta state university library and Federal university of petroleum resources library.
3. To find out the extent of interpersonal competency of the librarians in Delta state university library and Federal university of petroleum resources library.
4. To find out the level to which the various competencies affect information service by the librarians in Delta state university library and Federal university of petroleum resources library.

3. LITERATURE REVIEW

The extent of ICT competency of librarians

In recent years, work for information experts has become portrayed by relentless change and new aptitudes necessities. This change has been realized by the steady rise of important innovations (Ashcroft, 2004).

Information experts are progressively required to adjust their abilities and practice to increase consciousness of mechanical advances. Subsequently, the calling itself exists in a condition of motion close by these developing advancements, with customary jobs being progressively subsumed by new abilities and workplaces and, hence, sets of expectations (Ashcroft, 2004).

Information experts are presently expected to know about and equipped for utilizing and showing developing ICTs and other imperative abilities (Nwakanma, 2003). There is a requirement for extra preparation to enlarge the conventional aptitudes information base with competency in ICT use. Information experts or bookkeepers must be adaptable and embrace

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imperative abilities to consolidate the necessities of mechanical advances (Biddiscombe, 2001; Sharp, 2001).

Given the current circumstance, whereby ICTs are in effect constantly refreshed or presented, and conventional organizations are being supplanted or enhanced by advanced configurations, (for example, e-diaries and digital books), it appears to be likely that there will keep on being a requirement for standard preparing for information experts. There is additionally an expanded spotlight on relational abilities, with more players engaged with the electronic information condition.

Information experts are being called upon to work intimately with ICT clients and suppliers (counting IT staff) and to work in a joint effort with others in the calling (Wittwer, 2001). A few gatherings of library clients need fundamental IT aptitudes to get quality information (Stubbings and McNab, 2001) and, in this manner, information experts will be called upon to go about as the two instructors and delegates (Sharp, 2001).

Given these conditions, information experts are required to have expanded education and relational abilities. It is crucial for those in the board positions to perceive the basic of proceeding with a proficient turn of events and guarantee that staff is proactive in keeping up state-of-the-art levels of ability.

The noteworthiness of proceeding with proficient improvement in this atmosphere has been recognized by both the Assembled Realm's Sanctioned Organization of Library and Information Experts (CILIP) and the US's American Library Asociation (ALA) (Quadri, 2012). ICTs have gotten pervasive with the current and future social and authoritative turn of events. The job of these advancements in public improvement is certainly noteworthy.

As the constructive outcomes of ICTs have constantly been noted in evolved libraries, it has gotten fundamentally significant for creating libraries of Africa to grasp these innovations. The Unified Countries Improvement Program (2001) alludes to ICTs as an "incredible empowering influence of advancement" as a result of the noteworthy effect on the financial, logical, scholastic, social, political, social, and different parts of life.

In advanced education and human limit working, there are critical examples of progress because ICTs are driving force for change in conventional ideas of instructing and learning, just as prime inspiration driving the change in academic and expert exercises. Library and Information Science (LIS) scholastic divisions have seen this expanding globalization of advanced education as well as that of the LIS workplace including the ensuing expansion of rivalry past conventional, institutional, public and local limits.

ICTs are noteworthy in the accomplishment of LIS instructive objectives/targets and the satisfaction of the essential errands of LIS schools. Subsequently, with this end came the acknowledgment that there was a requirement for a more noteworthy mixture of ICT information and abilities into LIS course content, just as intensive dissemination of ICT skills by the LIS experts.

Sutton (2001) sees that the progressions brought into the LIS calling by ICTs can be separated into two significant classes, in particular, the characteristic developmental changes, from one perspective, and changing changes, on the other. As normal development, the library and information science calling have to outfit ICTs to perform old assignments better through the mechanization of housekeeping errands, for example, reference work, bibliographic administrations, listing, serials, dissemination, and securing, which are performed all the more proficiently in an ICT situation. ICT aptitudes are significant as it is a pre-essential for systems administration of e-library administrations and asset sharing.

e-ISSN : 2620 3502
p-ISSN : 2615 3785

It likewise empowers the advancement of e-learning, utilization of e-Journals/ e-Books, and creation of electronic institutional repositories. The operations in a library require ICT skills to achieve more effective functioning and for providing excellent library and information services. ICT infrastructure would involve hardware, software, and other telecommunication facilities.

Sufficient ICT skill is very essential for the successful application of ICT in libraries. The application of ICT to store and process the vast amount of information coupled with the ability of information professionals to transmit this information from one location to another has a tremendous impact on the storage, retrieval, and dissemination of information in libraries.

Now the collection development of e-resources has assumed much prominence in the world of information. Academic institutions and librarians will continue to allocate more resources towards technology. Academic libraries will continue to have a crucial role in not only providing technology for users but also in creating new information systems for managing, disseminating, and preserving information regardless of format.

At the same time, traditional library collections books, serials, sound recordings, maps, videos, films, photographs, archives, manuscripts, etc., will still need to be acquired, made accessible, and preserved (Shaping the Future: ASERL's Competencies for Research Librarians). The value of electronic resources and services is that it can be easily shared, distributed, updated, manipulated, and rapidly searched.

Lastly, the usage of all e-resources is becoming high and well appreciated. The impact of ICT skills has promoted the usage of electronic resources in terms of e-journals, e-books, etc (Quadri, 2012).

The level of customer service competency of librarians.

Customer service is every bit as important in the library as it is in the marketplace. While there are fundamental differences between library services and commercial services, the behaviors and expectations of the people you serve are universal. Librarians with customer service competencies manages the library environment to enhance the user experience, organizes the library's collections and work areas to appeal to users and to meet their needs, organizes physical elements in the library to create a positive and welcoming environment, addresses the physical or mental barriers that could prevent people from using the library, contributes to the development and evaluation of standards and practices for the delivery of quality customer service, anticipates and maintains awareness of users' needs and wants through customer service surveys, complaint logs and other means, analyzes input from users, evaluates the effectiveness of current services, and recommends services and practices as applicable, uses effective training strategies to teach staff good customer service techniques, applies and models customer service skills to enhance the level of user satisfaction, treats users in a welcoming, professional manner and provides other staff with an example of positive customer service, acts as a goodwill ambassador for the library, promoting the library's values and services in all interactions with users, demonstrates thorough knowledge of all aspects of the organization that impact users (mission and vision, policies and procedures, collections and services, and system-wide strategies), recognizes, honors and responds appropriately to diversity and cultural differences, applies effective techniques to address difficult situations with users, encourages users to follow library policies; applies good judgment when deviating from official policies and procedures, deals with users' concerns efficiently and effectively, Maintains a calm, professional manner in difficult situations and applies effective communication techniques (Southern Ontario library service, 2011). Obtaining and keeping customers is crucial to long term business viability and

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profitability.

Because of this, every effort should be made to not only meet customer expectations but to exceed them. The library should constantly and consistently anticipate what their customers want and provide it to them at the right time. The goal of the library should be to provide quality customer service so that your customers would be satisfied with the service rendered to them.

How do you achieve this?

The secret of superior customer service is forming relationships with your customers — the kind of interaction that promotes trust; Information is what makes this happen. In other words, when it comes to good customer service, information is the single most important factor in creating a trusting relationship. With the right information at your fingertips, the librarian will know what a customer expects, and what you can promise to deliver.

Using information to improve customer service is called "Customer Relationship Management" or CRM: this information includes the demographic characteristics of their customers such as name, age, sex, area of research, etc. This information is a major step to delivering world-class customer service and results in a satisfied customer. Intimate Knowledge of Customer is also very important in the library i.e. customer data such as documents requirement (O'Donnel, 2009).

The extent of interpersonal competency of librarians.

Unless you work alone in a cave, you must interact productively with others to accomplish your own and your organization's goals. Master the interpersonal competencies and you have a recipe for success.

Librarians who are furnished with relational abilities and capabilities create and keep up successful associations with others to accomplish shared objectives, treats everybody with genuineness, regard and decency to assemble a situation of trust, Adds to a collective, submitted and collegial workplace, Grasps individual and hierarchical decent variety, Recognizes own qualities and commitments, and perceives the correlative qualities and commitments of others, Offers information increased through expert conversations, meetings, formal courses and casual channels with partners, Gives and gets valuable criticism to and from collaborators, directors and clients, Works viably in groups with solid group building aptitudes and perspectives, Contributes productively to the accomplishment of the group's objectives and destinations, Adds to a critical thinking condition and moves in the direction of commonly adequate arrangements, paying little heed to position or level, Partakes effectively in information-social affair and dynamic so as to advance the eventual benefits of the group, Deals with own and others' time viably to convey chip away at time, Discovers chances to help other people to grow groundbreaking thoughts and accomplish their maximum capacity, Gives or gets training or coaching from colleagues as proper, applies compelling procedures to oversee authoritative legislative issues, strife and troublesome associate practices, Comprehends that associations are inalienably political (counting libraries) and creates techniques to turn into a powerful player, Comprehends an assortment of troublesome personal conduct standards and creates reactions suitable to each, Routinely looks at own conduct, acknowledges responsibility for own activities and alters fittingly, Comprehends and applies systems for compromise (Southern Ontario library administration 2011).

Khoo (2005) elaborates on these skills as follows: a personal skill which has to do with appropriate attitudes, values, and personal traits/generic skills represent skills which cut across disciplines such as communication, critical thinking, information literacy, teamwork, etc. Discipline-specific is knowledge learned in the LIS program in undergraduate and postgraduate

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p-ISSN : 2615 3785

levels such as collection development, digital library architecture, digital library software, metadata, etc. Library professionals have to develop' good communication skills to help build good relations with co-workers and users.

Librarians must anticipate and maintain awareness of users' needs and wants through user surveys, complaint logs, and other means. Developing interpersonal competencies helps to maintain an effective relationship with other staff in the library and achieve common goals. Library professionals must understand the importance of lifelong learning for all levels of library work and actively pursue personal and professional growth through continuing education.

In an academic library environment, the librarian must be on the alert to the importance of library in the context of higher education (its purpose and goals) and the needs of students, faculty, and researchers and seek to provide services that will enhance these endeavors. Librarians must be familiar with the structure, organization, creation, management, dissemination, use, and preservation of information resources, new and existing, in all formats.

The subject knowledge to support collection development within the library and research and teaching within the university will come under the competencies of technical services. Librarians well equipped with interpersonal competency must have written communication skills, verbal/listening skills, negotiation skills, conflict resolution skills, must be able to facilitate constructive interpersonal interaction (teamwork, group facilitation, processing) and also demonstrate cross-cultural competence (Wilcox, 2012).

4. PRESENTATION OF RESULTS

Introduction

This part is concerned with the presentation and analysis of data. The raw data were analyzed critically to extract useful information for making conclusions.

Presentation and Interpretation of Results

Table 1: Academic qualification of the Respondents

S/N	Academic qualification	Number of Respondents	Percentage (%)
1.	Diploma	13	25
2.	BA/BSC/BLIS	19	36.54
3.	MLS/MLIS	16	30.77
4.	PHD	2	3.85
5.	Others	2	3.85
	Total	52	100

Table 1above shows respondents' academic qualification. From the table, it can be seen that 13 respondents (25%) have acquired diploma degree, while 19 respondents (36.54%) have a bachelor degree in either Art, Science or Library Science, 16 respondents (30.77%) have a masters degree in either Library scienceor Library and information science, 2 respondents (3.85%) have a doctorate, while just 2 respondent (3.85%) ticked others in the questionnaire. It can therefore be concluded that majority of the respondents have either a degree in diploma, a degree in bachelor of art, sciences and library and information sciences, and a degree in masters of library science and library and information sciences.

e-ISSN : 2620 3502
p-ISSN : 2615 3785

Table 2: Extent of ICT competencies

S/N		MEAN	STANDARD DEVIATION	DECISION
1	Basic computer i.e. word processing	3.115	0.205603	Accepted
2	Storing and copying data into primary storage devices (hard disk)	3.25	0.152367	Accepted
3	Storing and copying data into secondary storage devices (diskette, flash drive etc.)	3.230	0.138278	Accepted
4	Retrieving documents from a storage device	3.134	0.196673	Accepted
5	Presentation skills i.e. PowerPoint	2.75	0.333916	Accepted
6	Graphic skills i.e. Corel draw	2.346	0.440731	Rejected
7	Statistical skills i.e. Excel	2.576	0.378301	Accepted
8	Digitalization i.e. scanning and uploading	2.807	0.301894	Accepted
9	Use of multimedia technology for the manipulation of printed information, sounds, animated photographs, graphs etc.	2.711	0.472859	Accepted
	Grand mean	**2.879**		**Accepted**

The research question 1 was asked to get information from respondents on the extent of competence they have on the listed ICT packages. The analysis of data in the table above showed that the respondents agreed to have considerable extent of competencies on 8 out of the 9 items listed with mean rating of 2.50 and above. The item that dealt on respondents extent of competence in storing and copying data into primary storage devices (hard disk) recorded the highest mean response of 3.25, closely followed by items on Storing and copying data into secondary storage devices followed with 3.23 mean response, Retrieving documents from storage devices recorded a mean responses of 3.134, while Basic Computing (word processing) recorded a mean of 3.115, followed closely by Digitalization i.e. scanning and uploading which recorded a mean response of 2.807, Presentation skills i.e. PowerPoint recorded a mean response of 2.75 followed by Use of multimedia technology for the manipulation of printed information, sounds, animated photographs, graphs etc. which recorded a mean score of 2.711 also followed closely by Statistical skills i.e. Excel which recorded a mean response of 2.576, while The other item on the list recorded a low response below the 2.50 mean rating. The respondent‟ competency level of Graphic (CorelDraw) Skills" recorded a low response of 2.346.

Table 3: Extent of customer service competencies

S/N		MEAN	STANDARD DEVIATION	DECISION
1	Clear communication skills	3.307	0.134168	Accepted
2	Attentiveness	3.346	0.159593	Accepted
3	Knowledge of the product	3.096	0.18956	Accepted
4	Customer focus	3.134	0.147593	Accepted
5	Ability to use positive language	3.096	0.139871	Accepted
6	Ability to read customers	2.923	0.182186	Accepted

e-ISSN : 2620 3502
p-ISSN : 2615 3785

7	Empathy	2.980	0.186973	Accepted
8	Persuasion skills	3.019	0.146374	Accepted
	Grand mean	**3.1126**		**Accepted**

The research question 2 was asked to get information from respondents on the level of customer service competence they have on the listed items as indicated in the table above. The item attentiveness recorded the highest mean response of 3.346 and it was followed closely by the item clear communication skills which has a mean response of 3.307, also the item customer focus has a mean response of 3.134, followed closely by the items knowledge of the product and ability to use positive language both recorded a mean response of 3.096, the last item on table 4.3.3above which is persuasion skills has a mean response of 3.019 followed by the item empathy which has a mean response of 2.980, also the item ability to read customers has a mean response of 2.923.

Table 4: Extent of interpersonal competencies

S/N		MEAN	STANDARD DEVIATION	DECISION
1	Verbal communication skills	3.211	0.159719	Accepted
2	Non-verbal communication skills	3	0.217949	Accepted
3	Problem solving skills	2.980	0.225682	Accepted
4	Decision making skills	3.038	0.176728	Accepted
5	Assertiveness	3	0.153846	Accepted
6	Listening skills	3.134	0.184403	Accepted
7	Negotiating skills	3.076	0.173077	Accepted
8	Self confidence	3.326	0.100823	Accepted
	Grand mean	**3.0956**		**Accepted**

The analysis of data in Table 4 shows that majority of the respondent have considerable extent of competence in interpersonal competency in all the items listed in the table. The last item in the table which is self-confidence recorded the highest mean response of 3.326, followed by the first item on table 4.3.5above which is verbal communication skills which has a mean response of 3.211, also the item listening skills has a mean response of 3.134, followed by the item negotiating skills which has a mean response of 3.076, and also the item decision making skills recorded a mean response of 3.038. The items nonverbal communication skills and assertiveness both has a mean response of 3 and finally the item problem solving skills has a mean response of 2.980.

Table 5: Level at which the various competencies affect information service delivery

S/N		MEAN	STANDARD DEVIATION	DECISION
1	Information and communication technological (ICT) competencies	3.480	0.115916	Accepted
2	Managerial competencies	3.326	0.123944	Accepted
3	Customer service competencies	3.269	0.166063	Accepted
4	Professional competencies	3.365	0.126044	Accepted

e-ISSN : 2620 3502
p-ISSN : 2615 3785

5	Interpersonal competencies	3.230	0.173993	Accepted
	Grand mean	**3.334**		**Accepted**

The analysis of data in Table 5 shows that majority of the respondents are of the opinion that information and communication technological competencies affect information service delivery at a very high level with a mean response of 3.40 which is the highest in the items. The item that talked on the level at which professional competencies affect information service delivery recorded a mean response of 3.365, while the item that dealt on the level at which managerial competencies affect information service delivery recorded a mean response of 3.326 followed by the item that talked on the level at which customer service competencies recorded a mean response of 3.269, while the level at which interpersonal competencies affect information service delivery recorded a mean response of 3.230.

Discussion of the Findings

The finding of this study can be summarized as follows based on the four research objectives. The staff of Delta state university library (DELSU) and Federal university of petroleum resources library (FUPRE) possess high extent of the information and communication technology skills in using Microsoft word, Storing and copying data into primary storage devices (hard disk), Storing and copying data into secondary storage devices (diskette, flash drive, etc.), Retrieving documents from a storage device, Presentation skills i.e. PowerPoint, Statistical skills i.e. Excel, Digitalization i.e. scanning and uploading, Use of multimedia technology for the manipulation of printed information, sounds, animated photographs, graphs, etc. While majority of the staff in DELSU and FUPRE library have a very low extent and low extent in the use of Corel draw. This shows that the level of ICT skills of the staff of DELSU and FUPRE is high.

Only very few library staff who have made effort to acquire competencies in the use of ICTs have put them into practice. In contrast to the findings of this research work, Wilkins (2012) observe that ICT use is relatively low among practicing librarians especially the older librarians. These findings agreed with Ukachi (2010), who conducted an empirical study on the level of information communication technology skills of librarians which revealed that majority of the librarian 19(90.5%) have good knowledge and skills of ICT.

The findings also agreed with Madre (2015) on information communication technology literacy among library staff which reveals that majority of library staff are computer literate. Ehikhamnor (2003) attributed that, with the rapid growth of ICT in society today, library staff require ICT literacy skills and digital technology skills: such as Microsoft Excel, data processing, pictographic interface, etc at all levels to operate.

The staff of DELSU and FUPRE library has a high extent of clear communication skills, assertiveness, knowledge of the product, customer focus, and ability to use positive language, ability to read customers, empathy, and persuasion skills. From the result gotten it shows that the majority of the staff working in DELSU and FUPRE library possess a high extent of customer service competency.

The Southern Ontario library service, 2011 from their findings revealed that librarians with customer service competencies manages the library environment to enhance the user experience, organizes the library's collections and work areas to appeal to users and to meet their needs, organizes physical elements in the library to create a positive and welcoming environment, addresses the physical or mental barriers that could prevent people from using the library, contributes to the development and evaluation of standards and practices for the delivery

e-ISSN : 2620 3502
p-ISSN : 2615 3785

of quality customer service, anticipates and maintains awareness of users' needs and wants through customer service surveys.

The staff working at DELSU and FUPRE library possess a high extent of competency in interpersonal competency in the following items; verbal communication skills, non-verbal communication skills, problem-solving skills, decision-making skills, assertiveness, listening skills, negotiating skills, self-confidence. The result gotten shows that majority of the staff working at DELSU and FUPRE library have a high and very high extent of interpersonal competency.

These findings corroborate with the findings of Ezema and Ugwu, (2014) which provides useful insight into the skills and training strategies for the development of digital libraries in the University of Nigeria libraries. It is evident from the findings that librarians require several interpersonal skills. Findings reveal that the most important interpersonal skill is adaptability, flexibility, and eagerness for new knowledge.

Apart from this, librarians highly require advocacy and negotiation skills. Librarians were asked to rate themselves on the possession of the skills they identified. Interestingly, their ratings in most of the skills are high. However, they scored higher in interpersonal skills. It was discovered that to a high level all the competencies under this study (ICT competency, managerial competency, customer-service competency, professional competency, and interpersonal competency) affect information service delivery.

That is to say that the staff of DELSU and FUPRE library strongly agrees that the various competencies affect information service delivery to a high level.

Summary of findings

The following findings can be deduced from the study:

1. The findings of this study show that majority of the respondents possess a high extent of the information and communication technology skills in using Microsoft word, Storing and copying data into primary storage devices (hard disk), Storing and copying data into secondary storage devices (diskette, flash drive, etc.).
2. Majority of the librarians working at Delta state university library and Federal university of petroleum resources library have a high extent of customer service competency.
3. The findings obtained from this study show that the librarians working at DELSU and FUPRE library possess high extent of competency in interpersonal competency in the following items; verbal communication skills, non-verbal communication skills, problem-solving skills, decision-making skills, assertiveness, listening skills, negotiating skills, self-confidence.
4. All the competencies under this study (ICT competency, managerial competency, customer-service competency, professional competency, and interpersonal competency) affect information service delivery to a high level.

5. CONCLUSION

From the results of the findings of this study, one can conclude that the skills required by librarians for rendering information services are enormous and wide-ranging.

For librarians to remain at the cutting edge of the profession especially those of them from the libraries of Delta state university and Federal university of petroleum resources, the acquisition of these skills becomes very pertinent. This can only be made possible through training and retraining of librarians. The researcher used a descriptive research design for the study and seven research questions were used as a guide to the study.

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p-ISSN : 2615 3785

The findings of the study revealed that for the federal university of petroleum resources and Delta state university library to fully render relevant information services to the library users, their librarians must be well trained to acquire the various competencies and skills under this study. It was also discovered from the findings that librarians from the university libraries studied have some basic knowledge of computer in basic computing i.e. word processing. They also have skills in time management, planning, and administration, clear communication, ability to read customers, applying information tools and technologies, Non-verbal communication. These skills, though basic are a good platform that increases the effect of relevant information service delivery in the library. A minor but regular training is just what will do the magic.

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